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Fall/Winter 1992

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MAHPERD

Fall/Winter 1992

Montana Association for Health, Physical Education, Recreation and Dance

CONTENTS

MAHPERD Business

From the Editor 3
President's Message 5

MAHPERD Articles

Body temperature and dehydration in scholastic athletes during sports participation 7
Daniel G. Graetzer
If Johnny can't read, will you still give him a book? 10
Tami Benham-Deal

MAHPERD News/Dates/Announcements 19

Viewpoints expressed in this publication are those of the authors and do not necessarily reflect official policy of the Association.

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MAHPERD Business

From the Editor...

Since you are receiving the *Montana Journal* later than usual, the editorial staff wishes you holiday greetings and a happy and rewarding new year. We wish to extend our apologies for the tardiness of this publication, but we remained patient with a number of members who wanted their contributions included in this printing. Some of those contributions we received, others we did not. Remember, the journal is only as good as the contributions received from members. Send us your ideas, news, editorial comments, photos, and suggestions for improving the journal. Write a review of that good resource material you came across last week. Develop your thoughts and ideas into an article for your peers. **But *please* — send your contributions before the deadline date.** The new deadlines for submissions are: Fall/Winter Issue — September 15; Spring Issue — February 15.

ROCKY MOUNTAIN RENDEZVOUS III

Our apologies also go out to the Rocky Mountain Rendezvous for Jump Rope Demonstration teams and organizers. John Taylor and Tom Lee (Missoula) were gracious enough to submit a promotional announcement (on time) regarding Rocky Mountain Rendezvous III, but the event came and went as we waited for other contributors to submit their material. The goal of the Rendezvous is to achieve a healthy heart through a quality physical education program, promote a healthy lifestyle and to encourage lifelong physical activity. The Rendezvous is a joint project of MAHPERD and the Montana Affiliate of the American Heart Association. Teams from the Western United States and Canada took part in this year's Rendezvous, held in Missoula, December 4 to 7. Teams were involved in school and public demonstrations, skill sharing sessions, performances and a workshop for teachers and students. A unique feature of this year's Rendezvous was the half-time performances at The University of Montana Lady Griz Domino's Pizza Holiday Classic basketball tournament. I attended the Friday night games and was delightfully impressed with both — enough to carry along my camera for journal photographs. Again, our apologies to a bunch of dedicated and hard-working kids and organizers.

We wish to thank the MAHPERD Executive Board for increasing the budget for the journal at this year's convention. As you know, we have dedicated ourselves to the continued improvement of the journal, and with improvement comes additional expenses. The past two years we have struggled with keeping within allotted monies, but failed with each effort. Decisions were

made to exclude many contributions, selecting less quality material, and limiting the number of copies sent to affiliated organizations. With the new budget we hope to turn out a publication that will be worthy of our organization and its efforts. You may not notice any distinct changes in this publication as many reimbursements were necessary regarding past issues of the journal. With confidence and no overdue bills, the Spring issue should reflect the increase in funding. Some of those changes will include color photographs, larger editions, and a glossy cover jacket. Thanks again to the MAHPERD Executive Board for supporting the journal. We hope to live up to your and our expectations.

Clarence "Gene" Burns
Dept. of Health & Human Performance
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Missoula, MT 59812

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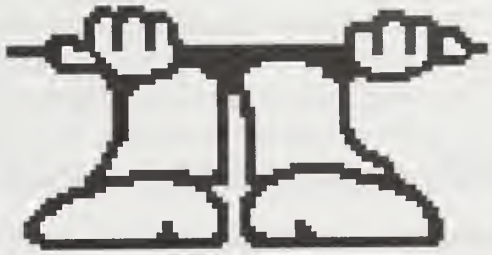

President's Message

Looking ahead to the coming year, I first would like to thank each one of the board members for being willing to step forward and take the time to represent the MAHPERD membership. I would also like to extend a special thanks to the many Jump Rope for Heart coordinators across Montana who spend untold hours providing a terrific program for their students and at the same time helping support Heart Association research and MAHPERD. Your efforts over the years have helped MAHPERD become a stronger organization that can better serve the needs of its members.

Finally, I want to thank the members for giving me the opportunity to serve MAHPERD during what I think is one of the most exciting times in our profession. Currently there is more national concern and attention focused on health and fitness, more research data supporting the importance of a physically active and healthful lifestyle, more insistence by the surgeon general that preventive health is the best way to help ensure a positive quality of life well into advanced age. In short, more FREE publicity for the importance of what we do as HPERD professionals than ever before. Now it is our job to capitalize on all of this concern and attention. I believe we need to jump forward and shout "Hey we are the professionals in this areas, follow us we know where to go and how to get you there!" I guarantee if we don't do so, others will continue to step in front of us and take the leading role. I find it very disturbing that much of the public is looking to the Jane Fondas and the "weekend certified" for fitness leadership; people whose only qualifications are that they see a market and know how to PROMOTE themselves and their products. We as HPERD professionals have got to begin ***actively promoting*** *the importance of HPERD in the schools. We have to have quality programs AND be willing to blow our own horn about how good the programs are. We have to make the time to build coalitions with other teachers, parents and parent groups, administrators, and legislators. In short, we need to pay close attention to public relations. I encourage you to share ideas with colleagues on ways to begin actively promoting HPERD. Establishing HPERD as an essential element of education in the schools is going to come from the efforts of each of us. We each need to evaluate our programs and outline a plan of action to bring HPERD into the spotlight. Consider offering free wellness/fitness testing to teachers, administrators, parents, and the community. Use your expertise to give mini-workshops to the community on health/fitness topics: "The components of fitness," How to identify a good exercise leader," "Proper stretching techniques," etc. Maybe have fun day for parents where they can come into the classroom/gym and participate in activities with the students. Figure out a way to utilize all the time and energy that is necessarily devoted to coaching assignments to support your HPERD programs. Is it possible to have mini-fitness/health fairs (booths with health/fitness information) set up in the hallways*

during games/matches, etc.? I don't know what the answers are but I do feel that the time for action is now. I challenge each of you to develop a HPERD promotion action plan. Evaluate your time commitments and priorities; can you take one direct "promotional" action, large or small, each month, every three months? Regardless, if it is more than what you are currently doing, it is a step forward. To develop a strong network for support for HPERD, we have to be pro-active not re-active.

This also holds true for the challenges offered by the Montana Health Enhancement guidelines. These guidelines shift away from the games and sports as the foundation of physical education, to wellness/health enhancement as the foundation with games and sports as important vehicles to accomplish many of the goals. I believe this is a positive shift because it allows us then to use all of the national attention focused on preventive health and the importance of a healthy active lifestyle to our best advantage. In Montana, the Health Enhancement guidelines have taken the first step towards this shift. Now we as the professionals in this area need to take charge of how they will benefit our programs. Let's not wait to see what they will mean to HPERD. Let each one of us ***know*** *the guidelines and then outline a plan of how they can work for us. If you don't have a copy of the Health Enhancement document, please take the time to send for one. Write to: Spencer Sartorius, Health Enhancement Division, Office of Public Instruction, Capitol Building, Helena, MT 59620. The Health Enhancement guidelines will pose some interesting challenges and important opportunities. We cannot let them pass by us into the hands of administration without making an all-out effort and united front to guide the direction of their implementation. I encourage you to come together with other HPERD professionals in your cities, towns or regions and brainstorm about what steps can be made to take charge of this process. Let's work hard now to use Health Enhancement to establish HPERD as a vital part of every school curriculum so we don't spend the next decade defending the importance of HPERD.*

IMPORTANT?? Of course HPERD is important. I heard a speaker say once at a conference, "People are not dying from the inability to conjugate a verb or perform algebraic equations...they are dying from cardiovascular disease, coronary artery disease, and a host of other preventable illnesses." As math, science and english, make a case for the importance of their areas to the future of our youth, we sit back armed with a vast amount of research and documentation that proves HPERD is not only important to the future of our youth, but is, in fact, critical to their health and well-being throughout their lives. We must take this information and use it in every way possible to establish HPERD as an essential "core requirement" of education so that cutting HPERD programs from schools is as unthinkable as cutting math, science or english.

Yours in health & fitness,
Kay Van Norman
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MAHPERD Articles

BODY TEMPERATURE AND DEHYDRATION IN SCHOLASTIC ATHLETES DURING SPORTS PARTICIPATION

Daniel G. Graetzer, Ph.D.
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Dr. Daniel Graetzer is an assistant professor in The Health and Human Performance Department at The University of Montana. He is the Director of UM's Health and Human Performance Laboratory. An active MAHPERD and AAHPERD member, his interests include environmental physiology and sport hematology.

Internal body temperature in scholastic athletes can increase from 98.6°F to 103 °F or higher during a strenuous 2-hour game or practice session. This build-up of body heat (hyperthermia) occurs because the metabolic efficiency of the human body is extremely poor. The body's efficiency during exercise ranges from a high of 20% to 25% while bicycling to a low of 3% to 5% while swimming. Most teen-agers participating in the various scholastic sports (i.e., track, football, basketball, volleyball) probably have an efficiency of about 12% to 18%. Thus, if they are 15% efficient during competition, 15% of the calories expended powers muscle contraction while 85% is wastefully accumulated as heat.

Metabolic rate increases from about 1 Calorie per minute at rest to as high as 20 to 25 Calories per minute during maximal exercise. Fever-level body temperatures will result if a large portion of this waste heat is not dissipated.

During a "heated" workout, the body initiates blood flow adjustments and sweat gland secretion in an attempt to reduce the hyperthermia. Flushed, red skin indicates peripheral blood vessels have dilated, carrying blood and internal heat to the body's surface for cooling. Once this metabolic heat is carried to the surface by the bloodstream, its dissipation is accomplished mainly by the evaporation of sweat.

Sweating in itself does not cool the body; only the evaporation of sweat does. This rapid heat loss effect can be shown by placing a few drops of rubbing alcohol on the skin. A cooling sensation is felt as alcohol vaporizes more rapidly than other fluids and body heat is released to the environment as the liquid is turned into gas. Persons living in sweltering countries such as Mexico and India typically eat extremely hot and spicy foods. This makes them sweat during digestion, the sweat evaporates, and they keep cool.

The effectiveness of evaporative heat loss is dependent upon the relative humidity (percent moisture saturation) of the ambient air. Large quantities of sweat may cool off

the skin during exercise in a high-humidity environment but will not effectively evaporate. This quickly leads to a relative state of dehydration and possible overheating.

Heat exhaustion occurs when increased peripheral blood flow and intense sweating reduce the amount of circulating blood returning to the heart. This results in cool, clammy skin, a lower than normal blood pressure, and a rapid heart rate. Less blood is being pumped to the brain, possibly causing dizziness, headaches, and a grayish look to the face.

Heat stroke occurs when thermal balance is out of control as evidenced by hot, dry, sometimes white, skin, the cessation of sweating, and an explosive rise in body temperature. Heat stroke requires immediate medical attention including ice packs and whole-body immersion in cold water to quickly reduce body temperature.

Heat cramps, especially muscle spasms in the calves and stomach, may occur during intense sweating with the accompanying loss of electrolytes. Mineral loss, however, is usually of secondary importance to fluid loss because water provides the medium in which all cellular processes occur.

Sweat rates from an estimated 3 million sweat glands can amount to about 1 quart per hour during intense exercise. This can result in a decrease in body weight of about 4 pounds (2% to 3% of body weight in a 150 pound athlete) during a 2-hour practice. Dehydration of 2% generally causes about a 10% decrease in exercise performance. It is important to note that nearly all of the weight loss incurred during exercise is due to water loss and not to fat loss as people would like to believe. A caloric expenditure of 35,00 Calories is required to burn 1 pound of fat from the body. The caloric cost of running a 26.2 mile marathon is only about 2,600 Calories with a majority of these calories coming from carbohydrates and not fat. This makes the total fat loss from running a marathon less than $^1/_4$ of a pound with the remaining weight loss coming nearly entirely from water loss through sweat.

A large portion of the fluid that is released as sweat comes from the circulating blood plasma. Endurance conditioning causes approximately a 12% increase in plasma volume. Thus, through training an athlete will develop a higher fluid reserve enabling a higher sweat rate during exercise. A higher sweat rate and its subsequent evaporation enables an athlete to exercise at a lower body temperature at the same exercise intensity as a person in inferior shape. Post-exercise fluid consumption to rebuild plasma volume and replenish the weight lost during exercise is obviously very important.

The liberal consumption of water even though the athlete does not feel thirsty is important since the human thirst mechanism is not a good indicator of actual need. An interesting study showed that when humans and burros worked together in the desert, the burros drank exactly enough fluids to regain the water weight lost during the day. The humans, however, drank only minimal amounts, needlessly maintained a high body temperature, and remained in a dehydrated state for days afterward.

I offer the following suggestions to counter hyperthermia and dehydration in scholastic athletes during and after strenuous games or practice sessions:

(1) Get into shape. Conditioning increases the metabolic efficiency of the body so more of the calories burned during exercise will be used for work and less will accumulate as heat. A trained athlete will develop a higher plasma volume, enabling a higher sweat rate and a lower body temperature during exercise than a less trained

individual. Conditioning also reduces the amount of fat on the body. A high percentage of body fat serves to insulate the body and retard the dissipation of heat.

(2) Eat a carbohydrate-enriched diet. "Carbohydrate-loading" also leads to "fluid loading" as water will be stored in the muscle cells at a rate of nearly 3 grams of water per 1 gram of stored carbohydrate. In contrast, stored fat will retain essentially no water.

(3) "Prehydrate" prior to strenuous exercise. Consume about 1 quart of fluid every hour before exertion. Avoid drinking more than this because only about 1 quart of water per hour can be absorbed from the stomach and small intestine into the bloodstream. Excessive forced hydration will only accumulate fluid in the gut, giving a bloated feeling and possible water intoxication.

(4) "Trickle hydrate" during exercise. Consume about 8 ounces at regular 20 minute intervals during exercise. The American College of Sports Medicine recommends that runners consume about 4.5 ounces every 1.5 miles during a marathon.

(5) Drink cool water or low-sugar energy drinks. Refrigerator temperature fluid (41 °F) empty from the gastrointestinal tract and supply the dehydrated cells faster than liquids of warmer or colder temperatures. Fluids remaining in the stomach can cause abdominal cramps during exercise. Studies of fluid absorption indicate that high amounts of sugar (over 10% in some soft drinks) significantly slow water movement from the gut into the bloodstream.

(6) Monitor body weight. Set up a weight chart in the locker room and have athletes record body weight before and after practice. Instruct them to drink enough water to regain lost weight before the next practice. Consuming 1 pint of fluid will replenish 1 pound of water weight loss. Make sure the athletes know that they need to continue to drink back all weight loss even though they do not feel thirsty.

(7) Check the urine. During and after exercise, an antidiuretic hormone is released from the pituitary gland and travels by the bloodstream to the kidneys. This hormone combats dehydration by increasing water reabsorption in the kidneys, resulting in a more concentrated urine. A dark, yellow urine in the hours or days following exercise indicates that more water consumption is needed. A clear, colorless urine indicates the body has been adequately rehydrated.

(8) Be especially careful regarding hyperthermia and dehydration during exercise in extreme heat and humidity. Strenuous practices should be conducted during cooler times of the day such as during football two-a-days. Evaluation of the environment is best done by use of a heat stress index developed by the military called the wet bulb globe temperature (WBGT). WBGT is derived from measurements of relative humidity, radiant heat, and ambient air temperature. WBGT is readily available from local weather or radio stations. The American College of Sports Medicine recommends that sponsors of athletic events warn participants of possibly hypertenermia and dehydration problems as follows:

High Risk:	WBGT = 73-82 °F
Moderate Risk:	WBGT = 65-73 °F
Low Risk:	WBGT = 65 °F

Editor's Note: A copy of the American College of Sports Medicine's Position Stand on the Prevention of Thermal Injuries During Distance Running can be obtained by sending a stamped, self-addressed, legal-size envelope to: Daniel G. Graetzer, Ph.D., Dept. of Health & Human Performance, The University of Montana Missoula, MT 5981-1055

IF JOHNNY CAN'T READ, WILL YOU STILL GIVE HIM A BOOK?

Tami Benham-Deal
University of Wyoming

Dr. Benham-Deal is an assistant professor in physical education at the University of Wyoming where she specializes in motor development and youth fitness. Her interest in youth fitness has led her to author a developmental physical fitness curricular module for the Amateur Athletic Union and to investigate the state of physical fitness in Wyoming youth. She has served on the steering committee to establish a Wyoming Governor's Council of Physical Fitness and Sports. Dr. Benham-Deal also directs a preschool movement program and oversees a research project that examines the physical activity patterns of those preschoolers.

The state of physical fitness in today's youth is a concern that is held by many individuals, including parents, teachers and school administrators. The *National Children and Youth Fitness Study* (Ross & Gilbert, 1985), and reports from the President's Council on Youth Fitness (1985) and The Amateur Athletic Union (1989) have helped to bring **national** attention to the problem of youth fitness. Recently, fitness leaders from across the state of Wyoming gathered in Cheyenne to discuss fitness closer to home in the Cowboy State and the need for a Governor's Council on Physical Fitness. Data from a pilot study conducted by the School of Physical and Health Education at the University of Wyoming and presented at this meeting revealed trends similar to the national norm.

Nationally, a dramatic weight gain (without subsequent height gain) has been observed in school-age youth, particularly in children from 10 to 17 years. For instance, on the average 12-year-old females today weigh 10 pounds more than they did 10 years ago; 12-year-old males weigh 6 pounds more (Updyke, 1989). This trend has often been attributed to poor nutritional health habits and an increasingly sedentary lifestyle. In fact, it is estimated that over the course of a year, children spend as much time watching television as they spend in school. This "curse" of Nintendo and "McDs" may very well be present in Wyoming and the Rocky Mountain Region as well. Our pilot data revealed similar weight trends in Wyoming youth. For example, 14- to 15-year-old males and females *outweighed* their national counterparts by 3 to 6 pounds, respectively (Benham, 1990). In fact, follow-up data currently being collected shows even greater increases in some areas.

National declines have also been observed in children's aerobic performance, as measured by an endurance run, usually one mile in length. Overall, school-age youth have demonstrated an average decline of about 10% in distance run time. In fact, some age groups are now taking up to an entire minute longer to run one mile that 10 years ago (Updyke, 1989). Even though the national average has been progressively declining, Wyoming youth *still* display less aerobic endurance than the average American child. High school and middle school females (14/15 and 12 year olds) who participated in our pilot study had scores

that were slower than the national average by one-half and one minute respectively. Similarly, 9-year-old males performed the endurance run almost an entire minute slower than their national counterparts (Benham, 1990). Considering the disturbing national increases in body weight and decline in endurance run scores, the Wyoming scores are quite alarming!

Arnold Schwarzenegger, Chairman of the President's Council on Physical Fitness and Sports, called the status of youth fitness today a "secret tragedy" (Schwarzenegger, 1990). I submit to you that the *real* tragedy may not be in the declining fitness scores; rather, it may lie within the means by which we approach the problem.

The Problem: The lack of youth fitness

Have you ever heard one of your fellow teachers or school administrators say, "Our kids can't do that — they're too out-of-shape," or "I can't get those students to do anything — they're too fat and lazy." These statements ***are*** being made in the halls of educational institutions across the country! Nevertheless, schools are increasingly becoming the focus of attention when youth fitness is discussed. In fact, some experts believe that the school "underpins the whole effort to achieve national fitness" (Iverson et al., 1985). The question thus becomes, "What are we going to do about it?" Even though daily, quality physical education may be the most logical answer, and one worth fighting for, the reality of that becoming legal mandate may be well in the future. So, what do we do about the problem now?

The Solution: Making fitness a part of everyday life

Physical education teachers, have you ever made the statement, "I don't have the time to enhance my student's physical fitness. I only meet with them one or two days a week, and we know that in order to make significant fitness gains we must be physically active for a minimum of three days a week for 20 to 30 minutes. It simply can't be done." Or, have you said, "I don't have time to teach physical fitness *and* movement skill. My main goal is to **expose** kids to a lot of different movement experiences."

Classroom teachers, have you ever said, "we have too many subjects to cover in the school day to devote *extra* time to physical fitness. They should be getting that in gym class anyway, right?" If you have uttered one of these statements, or have heard a colleague make similar a statement, consider this: Don't you think it's time that we *stopped using* time constraints as an excuse for youth fitness declines, and take respons*ibility* for "turning kids on" to fitness? Here are a few tips for accomplishing this goal.

In physical education class, does a fitness focus need to replace traditional movement skill development? Certainly not! Simply make fitness a part of your regular class. We can't reach fitness and expect to see any positive changes when we only focus on it during a 4-week unit on fitness. Why not have your students jump rope, do calisthenics, climb ropes, etc., while waiting in line for skill drill or using a skill-related game. Always begin your class with 5-10 minutes of exercising while incorporating skill development into the activity. For example, students could dribble basketball while running laps or manipulate a ball while stretching. They key is to include fitness activities continuously in your curriculum.

I'm a classroom teacher, what can I do? Take fitness breaks, just a minute or two, scheduled between math and reading

to see how many sit-ups or push-ups you can do. Do bicycle relays by standing two chairs back-to-back. Students can stand between the two chairs and while firmly holding on to the backs, students lift their feet off of the floor and move them as if riding a bicycle. During recess, have jump ropes available (nylon ropes work great!) at the door where students may line up at the sound of the bell. Have students jump rope until all are in line and ready to enter the building.

I'm an elementary school administrator and interested in youth fitness. We have track and field day, isn't that enough? NO! Fitness is a *way of life*, not a single day out of it. Plan fitness breaks for your entire school. Play music over your intercom for 10 to 15 minutes each day and have **everyone** (cooks, custodians, secretaries, teachers, students a*nd* administrators!) move to the music. They may choose to walk or jog in place, do calisthenics, etc. You may even designate student leaders to plan routines for classes. (High school administrators, why not include fitness breaks during study hall?)

I'm a teacher and a parent, what can I do to help my own kids? Play and exercise together! While you are taking your evening jog, have your child ride a bike along. Go on family walks. Negotiate with your children for play time: If they do their chores, you will play or exercise with them for 30 minutes.

I'm a physical education teacher and we only have physical education one day a week, what more can I do? This question makes a good and valid point. Even though I suggest that we stop using time as an excuse, it still is a factor in what we can accomplish in the gymnasium. Let me address this question by providing the following scenario:

A 4th grade math class is challenged with the task of understanding fractions. The teacher discusses how you solve fractions and provides examples on the chalkboard. Will the teacher stop after one or two 30-minute lessons and expect the students to grasp the concept and be successful at solving the problems? How does the teacher expect students to acquire the skill? Undoubtedly, the teacher will send homework home with the student to practice, since the class must move on to bigger and better things.

To overcome time constraints in physical education, why not assign *fitness homework*? Require students to engage in vigorous physical activity a minimum of three days a week for 20 to 30 minutes each day. The activity could include bicycling, skate boarding, roller skating, skiing, rock climbing, or just playing games that require you to move vigorously. (Why not give an extra point if an additional family member participates?) Then, have parents send a voucher back at the end or beginning of the week to verify that homework was completed.

Have your students "run across America?" In your classroom or gymnasium, post a map of the United States (perhaps it can be drawn in art class or drafted in industrial arts) and at the beginning of each week have students draw a line that represents the distance they ran or cycled that week. Collectively, students can see how quickly they can cover the distance and accomplish their goal. The vouchers that parents sign which indicate the distance and/or time that their children performed could be used to identify how long each child's line would be. Other similar ideas could include: Climbing the Tetons, swimming the English Channel, or cycle the Tour de France. Not only would these activities enhance fitness, but they could also incorporate geography lessons. The possibilities are limitless.

If Johnny can't read, will you still give him a book?

Your answer is undoubtedly an unequivocal, "Of course, that's how he will learn!" If children in the Rocky Mountain Region are to "learn" about fitness and experience subsequent fitness gains, they *too* must be given the opportunity. Data reported here have shown that American children are less fit than they were 10 years ago and that Wyoming youth (elementary through high school) on the average may even be less fit than their out-of-shape national counterparts. Those data, however, do not imply that students *can't* move in ways that will enhance their fitness levels. Children *can* run the mile, they just can't run it as fast as they should. Similarly, students can demonstrate some element of upper body strength even though many do not possess enough strength to do a single pull-up. As educators, we *must* provide students with the opportunity to engage in *regular*, vigorous physical activity. Whether it is in the gymnasium, classroom or at home! By doing so, we will contribute to a healthier, more knowledgeable and fit society.

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Author's Note: If you are interested in making fitness a daily practice in your students' lives and would like further suggestions, please contact: Dr. Tami Benham-Deal, School of Physical & Health Education, University of Wyoming, Corbett P.E. Building, Laramie, WY 82071.

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Archives -3423
Association for the Advancement of Health Education -3437
Association for Research, Administration, Professional Councils and Societies -3430
Children's Programs -3435
Conventions -3466
District and State Relations -3429
Elementary Education -3435
FAX -9527
Fitness Awards Orders -3481, -3491
Fitness Council -3430
Handicapped, Programs -3430
Journal of Health Education (703) 860-4131 or (703) 476-3485
International Council on Health, Physical Education, and Recreation -3486
Journal of Physical Education, Recreation and Dance -3477
Jump Rope for Heart -3488, -3489
Membership (new, renewal) -3424
National Association for Girls and Women in Sport -3450
National Association for Sport and Physical Education -3410
National Dance Association -3436, -3421
Permission to Reprint from Publications (Books) -3480
PHYSICAL BEST™ -3455
Placement -3424
Publications (Books) -3480
Research Quarterly for Exercise and Sport (713) 749-3481
Sales — Publications Orders -3481, -3491 or (800) 321-0789
Special Events — Jump Rope for Heart -3488, -3489
Strategies -3479
Student Services -3430
Subscriptions (library, institutions) -3493
Update -3484

PEPI

Craig Olson — Missoula

Linda Stuber — Bozeman

Tony Fairbanks

Nancy Walters — Great Falls

Vicki Balgua — Billings

AWARD WINNERS

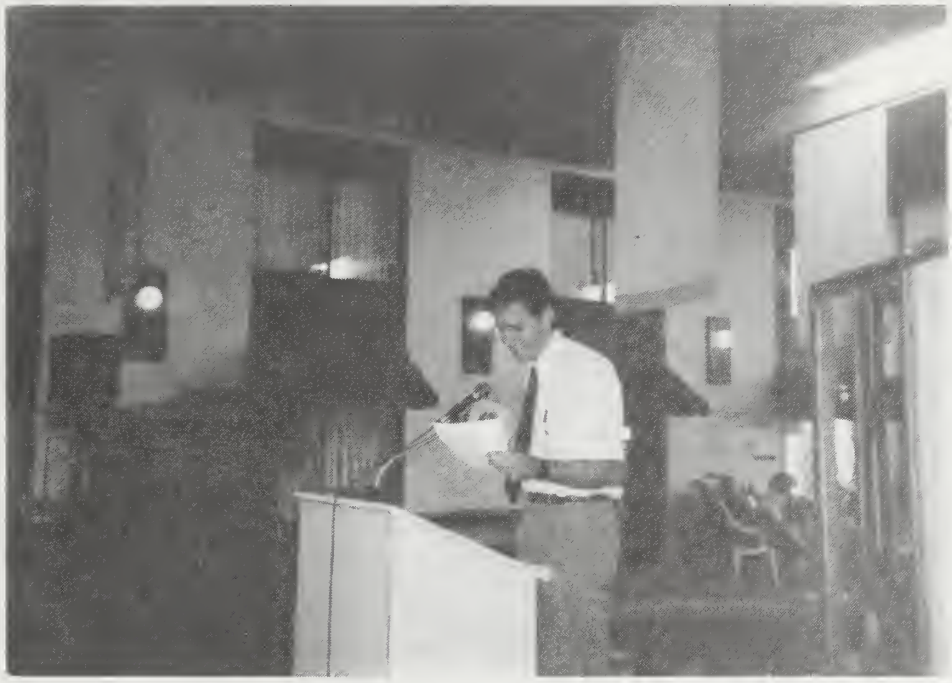
Carol Cooke — Bozeman

Ted Polette — Helena

David Wilson — Havre

Missing: Thomas Lee — Missoula Laurie Smith — Bozeman

ANNUAL



CONVENTION

MONTANA ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE

MEMBERSHIP APPLICATION FORM

Mr.(1)
Ms. (2)_____ Phone (___) _____ Date __/__/__
(Print) Last First MI

Home Address _____
Street City State Zip Code

Business Address _____
School or Agency City State Zip Code

Type of Membership (Check One)

Professional ____ (1) $15
Student ____ (2) $5
Retired ____ (3) No Cost

Previous MAHPERD Member:
____ Yes ____ No

AAHPERD Member:
____ Yes ____ No

Professional Employment/Involvement

Elementary	___	(1)
Secondary	___	(2)
College	___	(3)
Government	___	(4)
Administration	___	(5)
Health Club	___	(6)
Corporate/ Agency Fitness	___	(7)
Recreation	___	(8)
Student	___	(9)

Main Areas of Interest

Elementary	___	(1)
Secondary	___	(2)
College	___	(3)
Adapted	___	(4)
Fitness	___	(5)
Health Education	___	(6)
Girls/Womens Ath	___	(7)
Boys/Mens Ath	___	(8)
Intramurals	___	(9)
Recreation	___	(10)
Dance	___	(11)

☐ Check here if you ran a JRFH event last year.

Make Checks Payable to: MAHPERD

Membership year: October 1 through September 30

Mail to: Scott Richter, Treasurer
1615 Sherwood
Missoula, MT 59801

THE RESOURCE

MAHPERD News/Dates/Announcements

National Youth Fitness Summit

YOUTH FITNESS FOR THE YEAR 2000

242 delegates representing 41 states, the District of Columbia, Guam, and Puerto Rico attended the inaugural National Youth Fitness Summit, May 1-3 in Washington, DC. Sponsored by The President's Council on Physical Fitness and Sports, the Sporting Goods Manufacturers Association, and the National Association for Sport and Physical Education, the Summit brought together leaders for Education, sport, service groups, business and allied health to address the problem of youth fitness, and stimulate action across the country. "The Summit addressed how youth fitness can be improved through quality physical education programs for all students K-12, parental involvement, and innovative community programs," said NASPE President Vern Seefeldt.

Summit participants were involved in group discussion, strategic planning and small group working sessions to define and innovate grass roots action plans to increase levels of physical activity and fitness for all children.

Chairman of the President's Council on Physical Fitness and Sports, Arnold Schwarzenegger, opened the Summit on May 2 with "The State of Youth Fitness," an update on the 25 state visits he has made since his of sport and physical activity in his own life.

Friday, May 3, Assistant Deputy Secretary of Education, Daniel Bonner addressed "The Role of Education — Fitness Promotion Through the Schools." Secretary Bonner noted, "The Department of Education is firmly committed to making physical fitness and constructive efforts part of our national identify in the school reform movement."

HHS Secretary Louis Sullivan closed the Summit with motivational words that noted some of the goals for physical education in the Department of Health and Human Services goals for the nation, *Healthy People 2000*, the lead section of which relates to physical activity and fitness. In his address, "Turning Stumbling Blocks into Steps to Success," Sullivan noted "America's schools should have three basic goals for their physical education: to produce physically fit youth, to teach the relationship between physical activity and physical fitness and health, and to provide the skills, knowledge, and motivation to help children lead active, healthy, and productive lives throughout adulthood."

Participants also attended several small group sessions to allow for delegate interaction. Twenty "Model Initiatives to Improve Youth Fitness" were presented to highlight exemplary physical education programs, community programs that enhance fitness, and business/community partnerships which have helped provide programs at the grass roots level. "Developing Cooperative Strategies for Quality Physical Education" focused on the development of state action plans to increase youth fitness in each of the 50 states. "It is NASPE's hope that the Summit will become a milestone in developing an effective strategy to increase the physical education requirement in each state," said NASPE Past President Shirley Holt/Hale.

The Youth Fitness Summit was indeed a success. However, it should not be viewed as an end product but as a starting point. Follow-up plans include distributing Summit materials and action plans to those states not in attendance, and the development of the Summit Report, which can be used to further the crusade for quality physical education.

NASPE has been dedicated to leading this crusade through the national "Fit to Achieve" project designed to educate the public about the benefits of physical education and to create a demand for quality daily programs. NASPE has developed Fit to Achieve materials that are designed to help make an impact at the local level by creating awareness of the need for increased time and improved quality of physical education programs.

The National Youth Fitness Summit sponsors thank the delegates and presenters who shared their ideas and strategies, those professionally involved in physical education and sport, and those individuals outside the profession whose support is vital to improving youth fitness.

The Summit slogan, "Youth Fitness for the Year 2000," stemmed from the HHS plan announced by Secretary Sullivan last year. Through continued support from our members and cooperative efforts of education, business, allied health, government, service groups, and sport, "Youth Fitness for the Year 2000" can become a reality.

A Cooperative Project of:
The National Association for Sport and Physical Education • The President's Council on Physical Fitness and Sports • The Sporting Goods Manufacturers Association •
(NASPE is an Association of the American Alliance for Health, Physical Education, Recreation and Dance)

Don't forget!!!

The 1992 AAHPERD National Convention

April 7-11 • Indianapolis, Indiana

AAHPERD Journals Rated Highest by University Professors

In an independent study conducted by researchers at the University of Rhode Island and the State University of New York (SUNY), two AAHPERD journals — *JOPERD* (*Journal of Physical Education Recreation and Dance*) and *Research Quarterly for Exercise and Sport* (*RQES*) — ranked highest for 45 exercise science journals surveyed.

Responding to the survey were 508 professors of physical education at colleges in 34 states. Thy were asked to rate 45 journals related to physical education, athletics, and sport according to five criteria: overall importance, timeliness, relevance to student needs, relevance to faculty needs, and reputation.

Conducting the study were Michael A. Miranda, Reference Librarian at the Feinberg Library at SUNY-Plattsburgh, and Deborah Mongeau, the Government Documents Librarian for University Library at the University of Rhode Island. "The ratings provide an important evaluation of these journals and can be useful as a selection guide," said Miranda.

Ranked highest overall, *JOPERD* topped all 45 journals in the areas of timeliness and relevance to student needs. *RQES*, which ranked second only to *JOPERD* overall, was rated highest for reputation, by a 38-point lead.

The Top 10 Journals in Exercise Science

1. *JOPERD*
2. *Research Quarterly for Exercise and Sport*
3. *American Journal of Sports Medicine*
4. *Journal of Teaching in Physical Education*
5. *Medicine and Science in Sports and Exercise*
6. *The Physician and Sports Medicine*
7. *Journal of Sport and Exercise Psychology*
8. *Sports Medicine*
9. *JMB: Journal of Motor Behavior*
10. *Journal of Human Movement Studies*

Based on the study conducted by Michael Miranda (SUNY-Plattsburgh) and Deborah Mongeau (University of Rhode Island).

Both JOPERD and RQES are p ublished by AAHPERD, which offers its members a wide variety of journals, newsletters, and books.

Coming Together is the Beginning
Keeping Together is Progress
Thinking Together is Unit
Working Together is Success

Are you living at your Potential?

Do you know what makes you Happy?

Can you share your Joy and Success?

COME TO:

The Northwest District AAHPERD Convention

March 5, 6 and 7, 1992

Eastern Oregon State College

La Grande, Oregon

FEATURING:

Paula Hildebrand — ***Humorist and National Speaker on "Laughter as the Best Medicine"***

George Sheehan, M.D. — **"Philosopher in Sneakers" Columnist and Medical Advisor for "Runner's World" and "The Physician and Sports Medicine"**

ADDRESSING THESE ISSUES AND MORE:

- **Early Childhood Physical/Health Education**
- **National Coaching Certification - where is it headed?**
- **Seniors' Health and Fitness**
- **Lobbying the Legislature**

For further information contact Joan Sullivan-Morris (503) 244-6111, ext. 4214.

"A Convention for Educators of Healthy Americans"

Help your state association! Become a member of AAHPERD today!

Enjoy AAHPERD benefits.

Become an AAHPERD member. Complete the membership application and mail it to the address provided.

Membership Benefits Include:

Membership Options

Choices are offered to reflect your status in the profession and your choice of periodicals. New members may elect membership in one or two associations of AAHPERD, as listed below:

American Association for Leisure and Recreation (AALR): Promotes school, community and national programs of leisure services and recreation education.

National Association for Sport and Physical Education (NASPE): Provides national leadership and influences physical education and sports policies in programs for teachers, coaches, athletic administrators, athletic trainers, intramural directors and scholars at all educational levels.

National Association for Girls and Women in Sport (NAGWS): Fosters quality and equality in sports for girls and women. Serves those who teach, coach, train and administer all sports (including club sports and intramurals) at elementary, secondary and college levels.

Association for the Advancement of Health Education (AAHE):
Preserves and improves health through education. Promotes both the process of health education and specific health education programs.

Association for Research, Administration, Professional Councils, and Societies (ARAPCS): Coordinates activities of the following special interest groups:
- *Adapted Physical Activities*
- *City & County Directors • Measurement and Evaluation • Aging and Adult Development • Ethnic Minorities • Outdoor Education • Aquatics • Facilities and Equipment • Physical Fitness • College & University Administrators • International Relations • Safety • Student Action*

National Dance Association (NDA)
Promotes sound policies for dance education, through conferences, conventions, special projects, publication and cooperation with other dance and performing arts groups.

Outstanding Periodicals

In addition to Update, AAHPERD's newsletter, an automatic benefit of membership, members may elect to receive:
- *JOPERD – The Journal of Physical Education, Recreation & Dance (9 issues/year)*
- *Health Education (6 issues/year)*
- *Research Quarterly for Exercise and Sport (4 issues/year)*
- *Strategies: A Journal for Physical and Sport Educators (available for a small additional charge).*

Conventions and Conferences

Annual National Conventions, where your colleagues from across the country gather. Also, AAHPERD sponsors six regional conventions (one for each AAHPERD national district), and state and local conferences.

Professional Publications

AAHPERD publishes some of the best current literature in your field, available at a 10 percent discount to members.

Professional Placement Service

Low-cost Insurance and Financial Programs

6/91

AAHPERD Membership Application

American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive • Reston, VA 22091 • (703) 476-3400

Yes, I want to join AAHPERD.

Name (Mr.) (Ms.) _____

Address _____

City _____ State _____ Zip _____

Telephone: Home ( ) _____ Office ( ) _____

I select membership in the following association(s) of AAHPERD. (Circle two numbers, indicating your first and second choices. You may select one association twice. Each association that you select receives a portion of your dues.)

1 2 American Association for Leisure and Recreation (AALR)
1 2 National Dance Association (NDA)
1 2 Association for the Advancement of Health Education (AAHE)
1 2 Association for Research, Administration, Professional Councils and Societies (ARAPCS)
1 2 National Association for Girls and Women in Sport (NAGWS)
1 2 National Association for Sport and Physical Education (NASPE)
Z Research Consortium - for those interested in research.
(A check here does not affect your Association affiliation)

In addition to UPDATE, AAHPERD's monthly newsletter (an automatic benefit of membership), I wish to receive the following periodicals:
☑ *Update* (An automatic benefit of membership)
☐ *Journal of Physical Education, Recreation and Dance*
☐ *Journal of Health Education*
☐ *Research Quarterly for Exercise and Sport*
☐ In addition I wish to receive *Strategies: A Journal for Physical and Sport Educators* (Add $10.00/year to your membership dues. Foreign members add $15.00/year)

Four dollars of your dues are allocated to Update, and twenty dollars per each selected periodical.

I select the following membership option, based on my professional status and my choice of periodicals:

☐ **Professional**

	One-year membership	Two-year membership	Three-year membership
***Update* Plus:**			
Any one periodical*	☐ $85.00	☐ $150.00	☐ $200.00
Any two periodicals*	☐ $105.00	☐ $190.00	☐ $260.00
Any three periodicals*	☐ $125.00	☐ $230.00	☐ $320.00

☐ **Student** (Student rates apply only to full-time students.)

	Graduate	Undergraduate
***Update* Plus:**		
Any one periodical*	☐ $30.00	☐ $28.00
Any two periodicals*	☐ $50.00	☐ $48.00
Any three periodicals*	☐ $70.00	☐ $68.00

☐ **Life Membership** - $1500 - available in 3 payments

*Add $5.00/year for each periodical mailed outside the U.S. or Canada.
All payments must be in U.S. dollars. Check must be drawn on a U.S. bank. Unesco coupons not accepted.

I am remitting my dues
☐ by enclosed check, payable to AAHPERD
☐ by VISA (13 or 16 numbers)
☐ by MASTERCARD (16 numbers)
Card # Expiration Date _____
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(Please read and write numbers carefully)

Signature _____

Please indicate amount paid
$_____

100/371

Return this form with payment to:

AAHPERD, P.O. Box 10406, Fairfax, VA 22031-8006

For Office Use Only

DT: _____ Ck: _____ Amt: _____

6/91

GUIDELINES
for Contributing Authors
to the
Montana Journal of Health, Physical Education, Recreation and Dance

GUIDELINES FOR PREPARATION OF MANUSCRIPTS

The *Montana Journal* is published each Fall and Spring by the Montana Association of Health, Physical Education, Recreation and Dance. Manuscripts should be sent to: Gene Burns, Editor *Montana Journal*, Department of Health & Human Performance, The University of Montana, Missoula, MT 59812. The title of the manuscript, the author name and affiliation, mailing address of primary author, and a brief biographical sketch of each author should appear on a cover title page.

MANUSCRIPT

Manuscripts must be typed on 8½" by 11" white 25% bond paper and submitted in triplicate. Authors should adhere to the guidelines provided in the *Publication Manual of the American Psychological Association, 3rd Ed.*, (APA). Copies of this manual are found in most college and university libraries. Recommended length for manuscripts is 5-8 typed pages. However, one- or two-page manuscripts about such things as teaching or coaching points would be very appropriate, especially if a diagram or drawing were included. Manuscripts must be double-spaced including all block quotations, field notes, references, and tables. Tables, figures, and graphs must be clearly labeled and included on separate pages.

Deadline Dates for Submitting Material to the Journal

News/Dates/Announcements/Manuscripts

Fall/Winter Issue	September 15
Spring Issue	February 15

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Burns, Editor
HHP Department
The University of Montana
Missoula, MT 59812

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